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ABSTRACT

This pamphlet, part of the National Reading Center Volunteer Reading Tutor Program, presents information for the use of a local coordinating committee. The contents include: a volunteer reading tutor program, how the National Reading Center's program works, the local coordinating committee, membership and functions of the local coordinating committee, resource materials for the tutor program, and the role of the school in launching a volunteer program. Sample job descriptions are included for the tutor trainer, reading tutor, program coordinator, and building coordinator. An appendix is included. (WR)

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LOCAL COORDINATING COMMITTEE HANDBOOK

NATIONAL READING CENTER

1776 RIGHT TO READ 1976

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The materials in this pamphlet were prepared by Mrs. Mary Swanson, author of Your Volunteer Program, and edited by Helen Belitsky of the National Reading Center.

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NATIONAL READING CENTER

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I INTRODUCTION

According to recent statistics, one out of every 20 children in the United States is held back a grade each year--most of them because of reading difficulties. Three out of 10 school children--15 million--suffer from a reading handicap. This means that they have difficulty learning to read. It also means that 20 years from now they may be unemployed, uninformed, unable to make a contribution to society. Some children need more help than others. But in today's classrooms, many teachers have too little time to give this individual attention.

To increase the manpower devoted to helping children acquire basic reading skills, the National Reading Center has developed a nationwide Volunteer Reading Tutor Training Program. The aim of this program is to prepare trained volunteer reading tutors who will work under the supervision of a qualified teacher with primary grade children in neighborhood schools. Studies indicate that when teachers work closely with parents, reading often improves. Parents, however, are not always available in the home to fill this need. Trained volunteers, working with children who need help on a one-to-one basis, under the direction of a professional, can provide the individualized help these children need.

II A VOLUNTEER READING TUTOR PROGRAM FOR YOUR COMMUNITY

You may feel a volunteer tutor program is needed to help raise the level of reading achievement in your community. The National Reading Center is prepared to help you establish such a program. However, a tutoring program should not be initiated without active participation by the local school administration. The concept and purpose of a volunteer reading program should be thoroughly reviewed with the school authorities and their approval secured. School authorities should also be kept informed as the program is planned and implemented.

III HOW NRC'S PROGRAM WORKS

A State Department of Education, and statewide organizations such as the PTA, American Library Association, the Urban League or Church Women United, invite the National Reading Center to help plan and conduct a trainer workshop in the state.

First, a planning meeting with NRC staff is held in the state. Sponsoring organizations then help assemble: a) 100 tutor trainers, people with experience in teaching reading at the elementary school level, and the ability to communicate skills and relate to other adults; b) 50 program coordinators, persons with a knowledge of the community and its resources, and experience in working with public and community organizations, particularly a parent group such as the PTA.

Next, a two-day workshop for these trainers and coordinators is directed by NRC staff in a convenient location in the state. Trainers are taught how to use the Center's tutor training materials. Coordinators are taught how to recruit, organize, and give other support to the volunteer service.

Each trainer workshop can prepare 100 trainers in each state. The trainer then returns to the home community, and, during the year, is capable of training up to 100 volunteer reading tutors. Accordingly, a maximum of 10,000 volunteer tutors can be prepared in a state during one year to help primary grade children in the neighborhood schools. In the case of larger communities, the trainer may also train other trainers to meet the demand for accelerated or additional tutor training.

The locally trained reading tutor should be interested in children and experienced in relating to them; dependable and prompt; and have a flexible friendly, patient and optimistic nature.

In order to provide support for the Volunteer Reading Tutor Training Program at the local level, the National Reading Center strongly recommends the formation of a Local Coordinating Committee, if there is no such organization already in operation.

IV THE LOCAL COORDINATING COMMITTEE

The Local Coordinating Committee will support the program in four major ways:

- Recruit teams of three persons--two trainers and one coordinator--to attend the statewide NRC workshop.
- Estimate the need for and help recruit potential tutors for training.
- Form a liaison between local volunteer groups who supply tutors and the schools who need and want them, by coordinating the provision of resource materials, training sites and personnel.
- Encourage local schools to participate in the program.

V HOW TO FORM THE LOCAL COORDINATING COMMITTEE

The Local Coordinating Committee is usually initiated by a local school representative or the president of a voluntary organization, such as the PTA. The Committee is usually brought together and chaired by the local school superintendent or his representative, the local PTA president, or the president of another parent-involved or community service organization.

After its formation, the Committee should establish a commitment to its goals, review the concept of volunteerism with its members and begin to assign individual roles to each member.

VI MEMBERSHIP OF THE LOCAL COORDINATING COMMITTEE

The Local Coordinating Committee should include representatives from:

- the school's central administrative staff

- teacher organizations
- existing school volunteer programs
- local voluntary organizations who will be supplying tutors and coordinators
- business and industry
- community relations organizations
- service clubs
- churches and fraternal organizations
- program coordinators who were trained in the two-day workshop
- military organizations involved in community programs

The Local Coordinating Committee should also include persons with skills in public relations, budgeting and fund raising, and recruitment. (The school administrative staff may include a director of public relations who can work with the Committee in this capacity.)

VII FUNCTIONS OF THE LOCAL COORDINATING COMMITTEE

After the two-day state training workshop has been completed, the major role of the Local Coordinating Committee will be to implement the program at the local level. The Committee will achieve this goal through a variety of activities. The Committee will:

1. Conduct a survey of local schools to determine the number of tutors needed.
2. Set a recruitment quota of volunteers for each participating organization and establish a time schedule for this recruitment. (The NRC state-level training workshop will prepare coordinators to help with recruitment at the local level.)
3. Determine, with the tutor trainers, a schedule of training sessions for tutors.

4. Select and secure adequate training sites.

5. Secure necessary additional tutor training materials for training of volunteers, either from the National Reading Center, or duplicated locally from materials already available. (See Sample Form A--Order Form)

6. Assist the program coordinators in recruiting a building coordinator for each elementary school enrolled in the program; plan and implement a training program for the building coordinators. It is desirable that the designated building coordinator have experience as a school volunteer or tutor, a working knowledge of school-parent organizations, and administrative know-how in effectively delegating responsibility.

7. Make provision for scheduling teacher orientation sessions, to be led by the tutor trainers in the participating schools. (The trainers will learn to do this at the state training workshop.)

8. Arrange for local publicity to inform the community of the tutor program. (See Sample Form B--Press Release)

VIII RESOURCE MATERIALS FOR THE TUTOR PROGRAM

At the statewide workshop trainees will receive, free of charge, materials to launch the tutor program. These materials are in the public domain, and may be reproduced or adapted to the local situation and need.

1. Tutor Trainers:

   a) Tutor Trainers Handbook (one copy): This handbook serves as a guide for trainers of reading tutors who will work with primary grade children. The handbook helps the trainer develop in the tutor the necessary skills for tutoring including: setting instructional objectives, assessing reading difficulty, reading instruction practice, lesson planning and evaluating student success.

b) Teacher Orientation Handbook (one copy): This handbook provides an overview of the volunteer tutoring program and describes possible ways in which the teacher can implement the program. The teacher's public relations and administrative role in the program is also discussed.

c) Tutors Handbook (26 copies: one copy for personal use and 25 copies for use at the local level with the first 25 tutors to be trained): This handbook outlines major areas of reading skills and includes 60 sample lessons which serve as models for the tutor in reinforcing these skills during the tutoring sessions.

d) Problem Solving Exercises (11 copies: one copy for personal use and 10 copies for use in tutor training sessions): This is a handbook of exercises which examine specific reading skill proficiency and development in children.

2. Program Coordinators

a) Your Volunteer Program by Mary Swanson (one copy): This handbook outlines steps for recruiting and effectively utilizing the services of the volunteer.

b) Tutor Trainers Handbook (one copy)

c) Teacher Orientation Handbook (one copy)

d) Tutors Handbook (one copy)

e) Problem Solving Exercises (one copy)

f) One set of sample forms and instruction sheets

At the local level, each tutor trained will need one copy of the Tutors Handbook. When the starter set of 25 copies has been exhausted, additional copies may be obtained from the National Reading Center at 35 cents each or may be reproduced locally. Additional copies of the Tutor Trainers Handbook,

Teacher Orientation Handbook and Problem Solving Exercises are also available from NRC at 35 cents each. Your Volunteer Program may be obtained from Des Moines Area Community College, Project Motivate, Des Moines, Iowa 50021 at $2.65 a copy.

Trainers and program coordinators participating in the two-day workshop will receive a completion certificate. Certificates for tutors completing their course of training at the local level are available from NRC, free of charge, upon request by a certified trainer.

A 60-second color TV spot, narrated by Lucille Ball, for use in recruiting volunteers, is available to the Local Coordinating Committee from NRC, free of charge.

IX THE ROLE OF THE SCHOOL IN LAUNCHING A VOLUNTEER TUTOR PROGRAM

The need for a tutor program in your community must be determined by appropriate school personnel--the central school administration, school principals and teachers. This needs survey should be made early in the planning, so that goals may be determined.

Principals would normally be informed of the program and authorized to participate by the central school administration. If the principal expresses an interest in the program, he would then determine his teachers' interest in the program and the school's need for volunteer tutors. If a teacher is not initially interested in using volunteers, this decision must be taken into consideration. Often, as the program progresses, teachers will observe the success of other teachers with volunteers' help, and they will request tutors for their students.

Once the school has decided to participate in the program, the Local Coordinating Committee would be contacted. With their help, the trainers

and coordinators would begin the process of recruitment and training specifically aimed at that school.

X CONCLUSION

At least 3/4 of all Americans can read. Their job is to help the other fourth get their fair chance to a Right to Read now--in this decade. Citizens, as concerned volunteers, must rise to this challenge. Almost anyone can find two or three hours a week to help another American learn to read or read better. It can be done. It is being done. Many communities throughout the nation have instituted volunteer reading programs, where trained tutors, working side-by-side with teachers, are helping to improve reading development in school-age children.

Your community may be one of the many in America which could profit from a volunteer reading tutor program. The National Reading Center is prepared to help. Are you?

SAMPLE JOB DESCRIPTION

JOB TITLE: Tutor Trainer

JOB OBJECTIVE: To train tutors, both paid and volunteer, to provide primary grade children with additional assistance in learning to read.

FUNCTION:

Train 100 volunteer reading tutors (according to community need), over a 12-month period, using NRC methods and materials.

Conduct 2-3 hour teacher orientation sessions in each participating school.

Train additional qualified tutor trainers, if community size requires many more than the initial potential of 200 tutors.

Assist teachers, when requested, with in-service refresher training for tutors when necessary.

Evaluate and improve quality of training programs.

QUALIFICATIONS:

Experience in teaching reading at elementary school level.

Ability to communicate skills and relate to other adults.

It is preferable that the trainer be a volunteer with adequate time available for training program.

TRAINING: Complete two-day statewide NRC tutor training workshop, or be trained by a trainer who completed this workshop.

RESPONSIBLE TO: School administration and to the Local Coordinating Committee.

SAMPLE JOB DESCRIPTION

JOB TITLE: Reading Tutor

JOB OBJECTIVE: To provide reinforcement to a child with reading difficulties through a one-to-one relationship as an instructional aide; to improve a child's self-image; and to expand a child's learning experiences.

PLACE OF WORK: In school classroom or place designated by principal, or in other tutoring site such as a church, community center or other facility.

HOURS: Twice a week, minimum, for one hour.

DURATION OF JOB: Until end of school year.

DUTIES: Under the direction and guidance of the teacher, the reading tutor will:

Help the child to develop a positive self-image and sense of self-worth through personal concern and reassurance about himself and his schoolwork.

Help the child develop a positive attitude toward reading.

Help the child overcome deficiencies in specific reading skills.

QUALIFICATIONS:

Good health; agree to conform to local health requirements for school personnel.

Dependability and promptness.

Ability to relate to children and understand their needs.

Respect for confidentiality.

Flexibility, friendliness and patience.

Dress: in conformity with standards for school personnel.

ORIENTATION AND TRAINING:

Sixteen to 20 hours of training in reading tutoring.

Basic orientation to the school, its facilities, policies and volunteer program.

Additional in-service training when necessary.

RESPONSIBLE TO: The teacher under whose direction he is working. The reading tutor will also cooperate with the principal or his appointed school staff representative and the building coordinator.

SAMPLE JOB DESCRIPTION

JOB TITLE: Program Coordinator

JOB OBJECTIVE: In cooperation with the Local Coordinating Committee, and school administration, to organize, develop and direct the tutor training program on the local level. To recruit and train coordinators to work at the building level.

FUNCTION:

Serve as member of Local Coordinating Committee, which establishes goals and implements the tutor program.

Recruit and train a building coordinator for each school building where program will be operating.

Assist the Local Coordinating Committee with organization and administration of tutor program activities: recruitment, interviewing, and referral of volunteers to schools requesting tutors.

Determine schedule with tutor trainers for training sessions.

Select adequate training sites for each trainer.

Secure additional tutor training materials for training of volunteers, either from NRC, or duplicate locally.

Establish schedule for teacher orientation sessions.

Assist tutor trainer in conducting teacher orientation sessions.

Assist building coordinators in recruiting, interviewing, placing, supervising, and other aspects of programming for volunteers.

Maintain records of volunteers' activities.

Work with subcommittees, such as recruitment and public relations, to develop plans and procedures.

Evaluate process and report results to Local Coordinating Committee and to NRC through established procedures.

QUALIFICATIONS:

Experience in working with public and community organizations, particularly parent groups such as PTA.

Knowledge of community and its resources.

Experience as reading tutor helpful.

Understanding of children.

Mobility to travel to participating schools.

Ability to train and supervise building coordinators.

It is preferable that coordinator be a volunteer, with adequate time to devote to planning and implementing program, particularly during initial year.

May be staff member of existing school volunteer program.

TRAINING:

Complete two-day statewide NRC workshop for coordinators, or complete course of training given by a coordinator who has attended this workshop.

Attend at least one series of tutor training sessions in local community.

RESPONSIBLE TO: School administration and to Local Coordinating Committee.

SAMPLE JOB DESCRIPTION

JOB TITLE: Building Coordinator

JOB OBJECTIVE: To act as liaison between professional staff of school, and the volunteers in the school.

PLACE OF WORK: In school building and at home.

HOURS: Two hours three times a week minimum, for a period of at least two years. (Two hours per school day desirable.)

FUNCTION:

Assist in orientation of school staff.

Process teacher requests for volunteer tutors.

Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.

Help in recruitment of tutors.

Secure volunteer tutor's applications, conduct interviews, review tutor job descriptions, and assign volunteers, with help of principal.

Arrange for training sessions for prospective volunteers.

Provide basic tutor orientation at the building level.

Confer with principal and teachers when necessary.

Maintain resource materials and supplies for volunteers.

Maintain attendance records.

Arrange for substitutes when volunteers must be absent.

Plan for ongoing motivation of volunteers.

Maintain regular communication with local program coordinator.

QUALIFICATIONS:

Ability to effectively delegate responsibility, explain "why" of jobs, make decisions, generate teamwork and loyalty.

Working knowledge of school-parent organizations; active membership in such an organization desirable.

Understanding of needs and problems of children.

Experience as school volunteer or tutor desirable.

TRAINING:

Training in basics of recruitment, placement, motivation, and evaluation of school volunteers. (The program coordinator usually conducts this course of training.)

Attend at least one complete tutor training course conducted for tutors in the community.

RESPONSIBLE TO: School principal

SAMPLE FORM A

NATIONAL READING CENTER
1776 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Additional copies of the enclosed publications are available prepaid from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, at the following costs: (Please order by stock # and title and include check or money order. Please do not send your order to the National Reading Center as this will only result in delay.) The National Reading Center is happy to send you at no charge one copy of each of the publications you requested.

Stock Number

I Brochures (10¢, $5 per hundred)

1780-0900	# 1 - Spelling
1780-0901	# 2 - Reading Tests
1780-0902	# 3 - Methods
1780-0903	# 4 - Vision
1780-0904	# 5 - Home Role
1780-0905	# 6 - Programs
1780-0906	# 8 - The Library
1780-0974	# 9 - Word Games
1780-0973	#10 - Rapid Reading
1780-1042	#11 - Reading Failure

1780-0921 II Parents Can Teach Pre-Reading Skills at Home - (10¢ each, $5 per hund.)

III Parents and Beginning Readers: 12-article series (A 25% discount is allowed on 100 copies or more of each article.)

1780-0922	1. Getting Ready to Read	- 15¢
1780-0942	2. Creating a Good Reading Climate at Home	- 15¢
1780-0943	3. Reading Games to Play at Home	- 10¢
1780-0944	4. Kindergarten -- An Important Pre-Reading Step	- 15¢
1780-0945	5. Reading and Language Development in First Grade	- 15¢
1780-0946	6. Reading Readiness -- What Parents Should Know About It	- 15¢
1780-0947	7. A Primer for Parents on Reading Methods	- 15¢
1780-0948	8. Adults as Reading Models for Children	- 10¢
1780-0949	9. Vision, Hearing, Coordination and Health in Reading	- 15¢
1780-0950	10. Reducing Pressures in Learning to Read	- 15¢
1780-0951	11. Getting Help on Reading Outside of School	- 10¢
1780-0952	12. What Can Communities Do to Improve Reading Programs?	- 15¢

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SAMPLE FORM B

(YOUR ORGANIZATION LETTERHEAD)

(Do press release double-spaced as follows)

FOR RELEASE: (IMMEDIATE or date) CONTACT: (Name)
(Phone)

VOLUNTEERS SOUGHT TO HELP PRIMARY GRADE CHILDREN IMPROVE READING SKILLS

A training workshop for volunteer reading tutors will be held in (place) beginning (date).

Sponsored by (name of organizations), the workshop is open to all those interested in assisting children a few hours regularly each week.

Tutors will work in a local school, under direction of a primary-grade teacher.

The workshop will give 16-20 hours of training over a _____ week period. Volunteers will be provided with a Tutor Handbook and other aids. Upon completion of the course, reading tutors will work with children who need their help in neighborhood schools.

The workshop will be conducted by local tutor trainers prepared by the National Reading Center of Washington, D. C.

Volunteers who wish to help primary grade children improve their reading skills may sign up for the tutor training workshop by contacting (name, telephone, address).

(name of state) is one of the 50 states participating in the National Reading Center's tutor training program, designed to generate thousands of trained reading volunteers by the end of this year.

The National Reading Center is the working arm of the National Reading Council established in July 1970 by President Nixon as a partner in the National Right to Read Effort.

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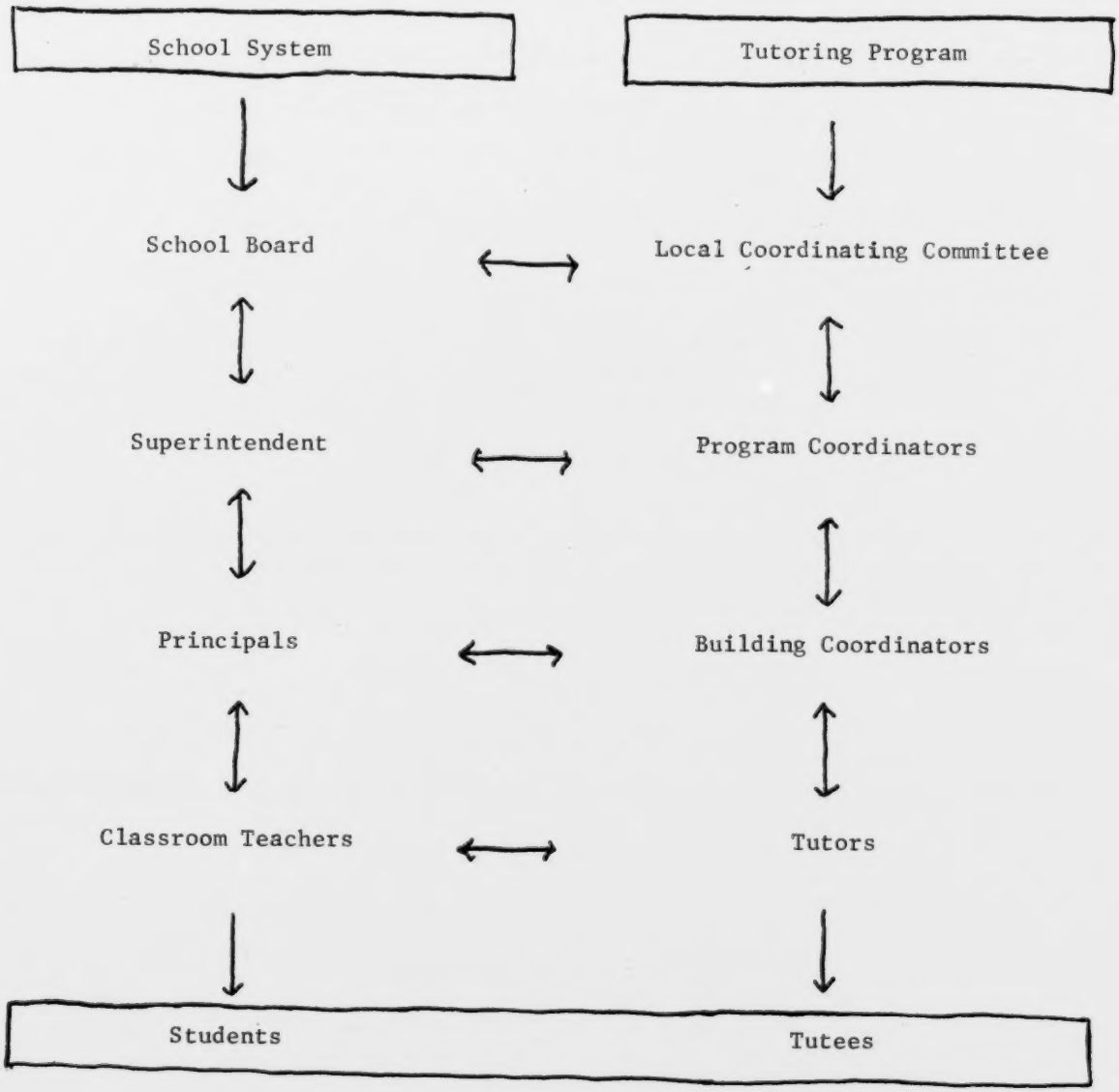
LOCAL COORDINATING COMMITTEE: ORGANIZATION & RELATIONSHIP TO TUTOR TRAINING PROGRAM



Materials produced for the National Reading Center's TUTOR TRAINING PROGRAM are:

Tutors Handbook by Edward L. Robbins

Tutor Trainers Handbook by Helen Lundblad and Carl B. Smith

Teacher Orientation Handbook by James Laffey and Phyllis Perkins

Problem Solving Exercises

Local Coordinating Committee Handbook

All materials are available at 35 cents per copy from:

National Reading Center
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036

(Please make checks payable to National Reading Center.)

Also used in connection with the TUTOR TRAINING PROGRAM is a Coordinator's handbook, Your Volunteer Program by Mary T. Swanson. This book is priced at $2.50 per copy and is available from:

Project Motivate
Des Moines Area Community College
2006 Ankeny Boulevard
Ankeny, Iowa 50021

(Please make checks payble to Project Motivate-Des Moines Area Community College.)